

# Ms. Durning's Daily 5/CAFE Launch

## Day 1

**CAFÉ:** Introduce CAFÉ menu. Introduce/model check for understanding. Teach song:

### **Our Check for Understanding Song**

(Tune: Hokey Pokey)

You have a great new book  
and you've started to read  
You know a lot of words but  
there's something else you need.  
You must check for understanding  
and ask "Who?" and also "What?"  
that's what reading's all about!

Read aloud and model: "First Day Jitters" by Julie Danneberg

### **5 Minute Brain Break**

#### **Read to self**

#### **Anchor chart:**

"3 ways to read a book" (only introduce the first 2 today)

-Model both reading words and reading pictures using "David Goes to School" by David Shannon.

#### **I-chart:**

Why do we read? What does reading look like? Sound like? Write down student responses to student and teacher behaviors.

-Model correct and incorrect behaviors.

\*3 minute stamina building

Check-in and review

### **5 Minute Brain Break**

**CAFÉ:** Review check for understanding song and concept. Introduce cross checking. Sing song:

### **Our Cross-Checking Song**

(Tune: Do Your Ears Hang Low)

I am stuck on a word  
but I know just what to do  
I will look at the letters  
and then at the picture, too.  
Does the word that I think it is  
make a lot of sense?  
This is called cross-check!

Look at "First Day Jitters" again and model what cross checking looks like.

\*3 minute stamina building

Check-in and review

Graph stamina minutes

### **5 Minute Brain Break**

**CAFÉ:** Review check for understanding and cross checking. Sing songs again. Introduce tune into interesting words. Model reading: “Fancy Nancy’s Favorite Fancy Words” by Jane O’Connor. Introduce students to our Fancy Nancy word wall. Come up with words to replace big and have students write their responses on cardstock strips to place in word wall pocket. Offer suggestions that students do not come up with.

With remaining time, have students decorate their check for understanding bookmarks.

## **Day 2**

**CAFÉ:** Review check for understanding and sing song. Introduce back up and reread, a fix-up strategy when check for understanding doesn’t work. Introduce song:

### **Our Back Up and Reread Song**

(Tune: B-I-N-G-O)

I read a bit and now I found I really just don’t get it.

Now what should I do?

Now what should I do?

Now what I should I do?

I’ll back up and reread it!

Model reading “The Teacher from the Black Lagoon” by Mike Thaler.

### **5 Minute Brain Break**

#### **Read to self**

#### **Review:**

Review “3 ways to read a book” anchor chart

-Introduce and model the third: retell familiar text using “David Goes to School” by David Shannon.

#### **Review:**

Review read to self I-chart. Model correct and incorrect behaviors.

\*Add 1-2 minutes to read to self stamina if students were able to do 3 minutes.

Check-in and review

**CAFÉ:** Review check for understanding, cross checking, and tune into interesting words strategies. Sing our songs and talk about what they mean.

### **5 Minute Brain Break**

\*Stamina building

Check-in and review

Graph stamina minutes

**CAFÉ:** Read aloud: “Jumanji” by Chris Van Allsburg and model check for understanding, cross checking, tune into interesting words, and back up and reread.

### **Day 3**

**Read to self**

#### **I-chart:**

“Where to sit in the room”

- Write down students responses to teacher and student behavior.
- Model finding a good spot to read.

#### **Review:**

Review the “3 ways to read a book” using “The Best Place to Read” by Debbie Bertram. While reading this book, model strategies we’ve learned thus far: check for understanding, cross checking, tune in to interesting words, back up and reread.

**5 Minute Brain Break-** Sing our strategy songs

#### **Review:**

Review read to self I-chart.

\*Add 1-2 minutes to read to self stamina.

Check-in and review

**CAFÉ:** Read aloud: “The Librarian from the Black Lagoon” By Mike Thaler and model the previously learned strategies.

### **5 Minute Brain Break**

\*Stamina building

Check-in and review

Graph stamina minutes

#### **Day 4 (If enough stamina is built, begin pulling students for assessment)**

**CAFÉ:** Read aloud “Magic Tree House- Dinosaurs in the Dark” and review check for understanding, cross checking, tune into interesting words, and back up and reread.

**Read to self**

##### **Anchor chart:**

“How to treat our books” using “I Can Read With My Eyes Shut” by Dr. Seuss .

-Model correct and incorrect ways of treating our classroom library.

##### **5 Minute Brain Break**

##### **Review:**

Review the “3 ways to read a book” using “The Best Place to Read” by Debbie Bertram.

##### **Review:**

Review “Where to sit in the room” I-chart.

-Practice

##### **5 Minute Brain Break**

##### **Review:**

Review read to self I-chart

\*Add 1-2 minutes to read to self stamina then check-in and review.

**CAFÉ:** Read aloud “Magic Tree House- Dinosaurs in the Dark” and review check for understanding, cross checking, tune into interesting words, and back up and reread.

##### **5 Minute Brain Break**

\*Add 1-2 minutes to read to self stamina then check-in and review.

## **Day 5 (If enough stamina is built, begin pulling students for assessment)**

**CAFÉ:** Read aloud “Magic Tree House- Dinosaurs in the Dark” and review check for understanding, cross checking, tune into interesting words, and back up and reread.

### **Read to self**

#### **Review:**

Read aloud “Reading Makes You Feel Good” by Todd Parr.

-Review ways to read a book, where to sit in the room, and read to self behaviors.

\*Add 1-2 minutes to read to self stamina.

Check-in and review

### **5 Minute Brain Break**

**CAFÉ:** Read aloud: An author of the month book (Kevin Henkes) and review check for understanding, cross checking, tune into interesting words, and back up and reread.

\*Stamina building

Check-in and review

Graph stamina minutes

### **5 Minute Brain Break**

#### **Writing:**

Demonstrate and model underlining words you are not sure how to spell.

## Day 6 (assess/instruction if enough stamina is built)

### Read to self /CAFÉ

#### Anchor chart:

Introduce “choosing good fit books”

- Go over “I pick” bookmarks
- Book-to-shoes lesson
- Read aloud “Those Shoes” by Maribeth Boelts while modeling check for understanding, cross checking, tune into interesting words, and back up and reread.

Allow students 5 minutes to practice picking a good fit book.

**5 Minute Brain Break-** Show I pick video and practice <http://saccoccioj.wonecks.net/our-videos/>

#### Review:

Review read to self I-chart

- \*Add 1-2 minutes to read to self stamina
- Check-in and review

**CAFÉ:** Read aloud “Magic Tree House- Dinosaurs in the Dark” and review check for understanding, cross checking, tune into interesting words, and back up and reread.

- \*Stamina building
- Check in and review

Graph stamina minutes

### **5 Minute Brain Break**

#### Writing:

#### I-chart:

“Working on writing”

- Write students responses to student and teacher behaviors.
- Model correct/incorrect writing behaviors

- \*3 minute stamina building
- check-in and review

### **5 Minute Brain Break**

- \*3 minute stamina building
- check-in and review

## **Day 7 (Assess/instruct if enough stamina is built)**

**CAFÉ:** Introduce monitor and fix up (have a student now write strategies on the cards) and modeling while reading a Kevin Henkes book.

### **Read to self**

#### **Review:**

Read aloud "The Best Books to Read" by Debbie Bertram

- review "good-fit" books
- review read to self I-chart

\*Add 1-2 minutes to read to self stamina

- check-in and review

Graph stamina minutes

### **5 Minute Brain Break-** practice I pick song

#### **Writing:**

#### **Review:**

Review "working on writing" I-chart

- Model correct/incorrect writing behaviors

\*Add 1-2 minutes to writing stamina

- check-in and review

**CAFÉ:** Continue Magic Tree House book and introduce voracious reading as it relates to vocabulary.

### **5 Minute Brain Break**

\*Stamina building (writing)

- check-in and review

## **Day 8 (Assess/instruct if enough stamina is built)**

**CAFÉ:** introduce fluency and voracious reading. Read aloud “Very Hungry Caterpillar” by Eric Carle and relate it to reading.

### **Read to self**

#### **Review:**

Read aloud “The Best Time to Read” by Debbie Bertram

- review “good-fit” books
- review read to self I-chart

- \*Add 1-2 minutes to read to self stamina
- check-in and review

Graph stamina minutes

### **5 Minute Brain Break-** IPICK song

**CAFÉ:** Continue Magic Tree House book and introduce voracious reading as it relates to vocabulary and monitor and fix up.

#### **Writing:**

##### **I-chart:**

“Where to sit in the room during writing”

- Model correct/incorrect behaviors

- \*Add 1-2 minutes to writing stamina
- check-in and review

### **5 Minute Brain Break**

- \*Stamina building
- check-in and review



## Day 9 (assess/instruct if stamina is built enough)

### Read to self/CAFÉ

#### Review:

Read aloud "Noisy Nora" by Rosemary Wells model check for understanding and monitor and fix up.

- review "good-fit" books
- review read to self I-chart

\*Add 1-2 minutes to read to self stamina

- check-in and review

Graph stamina minutes

### 5 Minute Brain Break

#### Writing:

#### Anchor chart:

Brainstorm a list of topics students could write about.

#### Review:

Review writing I-chart

- Model correct/incorrect behaviors

\*Add 1-2 minutes to writing stamina

- check-in and review

**CAFÉ:** Continue Magic Tree House book and introduce voracious reading as it relates to vocabulary and monitor and fix up.

### 5 Minute Brain Break

\*Stamina building

- check-in and review

## **Day 10 (assess/instruct if stamina is built enough)**

### **Read to self/CAFÉ**

#### **Review:**

Read aloud "Charlie Cook's Favorite Book" by Julia Donaldson and review check for understanding/monitor and fix up/voracious reading

- review "good-fit" books
- review read to self I-chart

\*Add 1-2 minutes to read to self stamina

- check-in and review

Graph stamina minutes

### **5 Minute Brain Break**

#### **Writing:**

#### **Anchor chart:**

Brainstorm a list of forms students could write about (letters, lists, narratives, expository, poetry)

#### **Review:**

Review writing I-chart

\*Add 1-2 minutes to writing stamina

- check-in and review

**CAFÉ:** Either continue reading Magic Tree House or begin with A-Z Mysteries modeling comprehension strategies already taught.

### **5 Minute Brain Break**

\*Stamina building

- check-in and review

## **Day 11 (Assess/instruct if stamina is built enough)**

### **Read to self**

#### **Review:**

Quick review of charts

\*Add 1-2 minutes to stamina

Graph stamina

**CAFÉ:** Read aloud Kevin Henkes book and model strategies previously learned.

### **5 Minute Brain Break**

#### **Writing**

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Either continue reading Magic Tree House or begin with A-Z Mysteries modeling comprehension strategies already taught.

### **5 Minute Brain Break**

#### **Read to friend**

##### **Anchor chart:**

“Why read to someone?”

Introduce EEKK (elbow, elbow, knee, knee), voice level. Model.

##### **I-chart:**

Write down students responses for student and teacher behaviors

-model correct/incorrect behaviors

\*Practice for 3 minutes

-check-in and review

### **5 Minute Brain Break**

\*Stamina building

## **Day 12 (assess/instruct)**

**CAFÉ:** Read aloud Bally the Bully and model Use prior knowledge to connect with text. Turn to elbow buddy and share experiences.

### **Read to self**

#### **Review:**

Quick review of charts

\*Add 1-2 minutes to stamina

Graph stamina

### **5 Minute Brain Break**

#### **Writing**

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Model picking a “just right book”

### **5 Minute Brain Break**

#### **Read to friend**

#### **Review:**

Review I-chart

Review EEKK and voice levels

Model and practice how partners read the same book (I read, you read)

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book and model previously taught strategies

### **5 Minute Brain Break**

\*Stamina building

-check-in and review

## **Day 13 (assess/instruct)**

**CAFÉ:** Review and model using prior knowledge to connect with a text. Read aloud with a picture book.

### **Read to self**

#### **Review:**

Quick review of charts

\*Add 1-2 minutes to stamina

Graph stamina

### **5 Minute Brain Break**

#### **Writing**

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Model picking a just right book. Call on students to try.

### **5 Minute Brain Break**

#### **Read to friend**

#### **Review:**

Review I-chart

Review EEKK and voice levels

Model and practice how partners read 2 different books.

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book and model previously taught strategies.

\*Stamina building

-check-in and review

## **Day 14 (instruct/assess)**

**CAFÉ:** Read aloud using non fiction book modeling using prior knowledge to make connections.

### **Read to self**

#### **Review:**

Quick review of charts

\*Add 1-2 minutes to stamina

Graph stamina

### **5 Minute Brain Break**

**CAFÉ:** Practice picking just right books. Have students try.

### **Writing**

\*Add 1-2 minutes to stamina

-check-in and review

### **5 Minute Brain Break**

### **Read to friend**

#### **Review:**

Review I-chart

### **Anchor chart:**

Brainstorm and practice:

-How to choose books with a partner.

-Model "let's make a deal.. how about we do yours first and mine second?"

-Rock, paper, scissors

\*Add 1-2 minutes to stamina

-check-in and review

## **Day 15 (instruct/assess)**

**CAFÉ:** use non fiction book to model using prior knowledge to connect with text.

### **Read to self**

#### **Review:**

Quick review of charts

\*Add 1-2 minutes to stamina

Graph stamina

### **5 Minute Brain Break**

**CAFÉ:** Practice choosing just right books. Have students try.

### **Writing**

\*Add 1-2 minutes to stamina

-check-in and review

### **5 Minute Brain Break**

### **Read to friend**

#### **Review:**

Review I-chart

#### **I- chart:**

“Where to sit in the room during read to a friend” Write down students responses for student and teacher behaviors.

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book and review previously taught strategies.

## **Day 16 (assess/instruct)**

**CAFÉ:** Read aloud “Oh, How I wished I Could Read” by John Gile modeling prior knowledge.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

### **5 Minute Brain Break**

**CAFÉ:** Practice choosing a just right book. Have students try.

### **Writing**

\*Add 1-2 minutes to stamina

### **5 Minute Brain Break**

### **Read to friend**

#### **Review:**

Review charts

#### **I chart:**

“How to choose a partner:

- not a best friend
- quiet way to find a partner
- tone (feelings)

\*Add 1-2 minutes to stamina

- check-in and review

**CAFÉ:** Read aloud chapter book and model previously taught strategies.



## **Day 17 (assess/instruct)**

**CAFÉ:** Introduce visualization/mental images using Jack Prelutsky poetry.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

**CAFÉ:** Use author of the month book to model previously taught strategies.

### **Writing**

\*Add 1-2 minutes to stamina

### **5 Minute Brain Break**

#### **Read to friend**

#### **Review:**

Review charts

#### **Anchor chart:**

“Coaching or time”

-Model and practice

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book to model previously taught strategies.

## **Day 18 (assess/instruct)**

**CAFÉ:** Read aloud Jack Prelutsky poem and have students draw their visualization. Share and introduce the word schema.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

**CAFÉ:** Read aloud “But, Excuse Me That is My Book” by Lauren Child. Discuss voracious reading and why it is so important.

### **Writing**

\*Add 1-2 minutes to stamina

### **5 Minute Brain Break**

#### **Read to friend**

##### **Review:**

Review charts

Review “coaching or time”

-Model and practice

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book and model previously taught strategies

## **Day 19 (assess/instruct)**

**CAFÉ:** Same as yesterday. Read aloud poetry and make mental images. Review schema.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

**CAFÉ:** Introduce flip the sound. Read aloud and model using a picture book.

### **Writing**

\*Add 1-2 minutes to stamina

### **Read to friend**

#### **Review:**

Review charts

Review “coaching or time”

-Model and practice

\*Add 1-2 minutes to stamina

-check-in and review

### **5 Minute Brain Break**

#### **Word work (introduce a couple of items at a time)**

##### **Anchor chart:**

“How to set up and clean up materials”

-Model set up and clean up

\*Practice for 3-7 minutes

-check-in and review

**CAFÉ:** Read aloud “Born to Read” by Judy Sierra. Continue with voracious reading.

## **Day 20 (assess/instruct)**

**CAFÉ:** Same as yesterday read aloud poetry and create mental images. Review schema.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

**CAFÉ:** Read aloud “Too Much Noise” by Ann McGovern. Review previously taught strategies.

### **Writing**

\*Add 1-2 minutes to stamina

### **5 Minute Brain Break**

#### **Read to friend**

##### **Review:**

Review charts

\*Add 1-2 minutes to stamina

-check-in and review

### **Word work (introduce a couple of new items)**

##### **Review:**

Review charts.

-Model set up and clean up

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read chapter book and review previously taught strategies

## **Day 21(assess/instruct)**

**CAFÉ:** Read aloud: “Footprints and Shadows” by Anne Dodd and review visualization and schema.

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

### **Writing**

\*Add 1-2 minutes to stamina

**CAFÉ:** Practice choosing good fit books. Have students try.

### **Read to friend**

#### **Review:**

Review charts

\*Add 1-2 minutes to stamina

### **Word work (introduce a couple more new items)**

#### **Review:**

Review charts.

-Model set up and clean up

\*Add 1-2 minutes to stamina

-check-in and review

**CAFÉ:** Read aloud chapter book and review previously taught strategies.

### **Closure- wrap up**

## **Day 22 (instruct)**

**CAFÉ mini lesson (based on assessments):**

### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

### **Writing**

\*Add 1-2 minutes to stamina

### **Read to friend**

#### **Review:**

Review charts

\*Add 1-2 minutes to stamina

### **Word work**

#### **Review:**

Review charts.

-Model set up and clean up

\*Add 1-2 minutes to stamina

-check-in and review

### **Listen to reading**

#### **Anchor chart:**

“How to use listening center”

-model and practice

### **Closure- wrap up**

## **Day 23**

### **CAFÉ mini lesson (based on assessments)**

#### **Read to self**

\*Add 1-2 minutes to stamina

Graph stamina

#### **Writing**

\*Add 1-2 minutes to stamina

#### **Read to friend**

##### **Review:**

Review charts

\*Add 1-2 minutes to stamina

#### **Word work**

##### **Review:**

Review charts.

-Model set up and clean up

\*Add 1-2 minutes to stamina

-check-in and review

#### **Listen to reading**

##### **Review:**

Review anchor chart

-model and practice

#### **Closure- wrap up**

**Day 24 and on will follow the daily 5 schedule. Introduce choices model/practice**